



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

MISCELLANY.

UNIVERSITY EXTENSION SUMMER MEETING.

The Economics Department of the Philadelphia Summer Meeting was notable alike for the scientific value of its lecture courses and for the excellent quality of its membership. Sixty special students, chiefly college instructors and university graduate students, were present during the four weeks of the meeting, devoting their time to lectures, social interchange of views and informal discussions. The courses were from three to fifteen lectures in length, insuring to each of the lecturers an opportunity to give satisfactory expression to the ideas which he held it of prime importance for advanced students of economics to consider. The special advantage of such a meeting lies in the repeated opportunity to question the lecturer and to discuss his views both in private and in the class-room. With a picked audience like that of the Summer Meeting, the economist may express himself more freely and intelligibly than in print, and more fully and effectively than in the associations and gatherings in which but an hour or two at most can be devoted to each subject. The following is a synopsis of the lecture courses :

I—MONEY. By E. Benjamin Andrews, LL. D., President of Brown University. *Five Lectures—July 16-20.* (1) Money and the Times ; (2) England's Monetary Experiment in India ; (3) "Counter" and Quality in Monetary Theory ; (4) What Fixes Prices ; (5) Labor as a Standard of Value.

II—DISTRIBUTION. By J. B. Clark, Ph. D., Professor of Political Economy in Amherst College, and Lecturer in Johns Hopkins University. *Ten Lectures—July 2-13.* (1) Normal Distribution equivalent to Proportionate Production ; (2) The Relation of the Law of Value to the Law of Wages and Interest ; (3) The Social Law of Value ; (4) Groups and Sub-groups in Industrial Society ; (5) The Nature of Capital and the Source of Wages and Interest ; (6) The Static Law of Distribution ; (7) Dynamic Forces and their Effects ; (8) The Origin and the Distribution of Normal Profits ; (9) Trusts and Public Policy ; (10) Labor Unions and Public Policy.

III—SCIENTIFIC SUBDIVISION OF POLITICAL ECONOMY. By F. H. Giddings, A. M., Professor of Sociology in Columbia College. *Five*

Lectures—July 2-7. (1) The Conception and Definition of Political Economy; (2) The Concepts of Utility, Cost and Value; (3) The Theory of Consumption; (4) The Theory of Production; (5) The Theory of Relative Values.

IV—THEORIES OF POPULATION. By Arthur T. Hadley, M. A., Professor of Political Economy in Yale University. *Three Lectures—July 5-6.*

V—RELATIONS OF ECONOMICS AND POLITICS. By J. W. Jenks, Ph. D., Professor of Political Economy and Civil and Social Institutions in Cornell University. *Five Lectures—July 16-20* (1) The Nature and Scope of Economics and of Politics Compared; (2) Influence of Economic Conditions upon Political Constitutions; (3) The Influence of Economic Conditions and Theories upon Certain Social and Legal Institutions not Primarily Political; (4) The Influence of Present Economic Conditions and Beliefs upon Present Political Methods and Doctrine; (5) The Political Reforms that would be of Most Economic Advantage.

VI—ETHNICAL BASIS FOR SOCIAL PROGRESS IN THE UNITED STATES. By Richmond Mayo-Smith, Ph. D., Professor of Political Economy and Social Science in Columbia College. *Three Lectures—July 24-26.* (1) Theories of Mixture of Races and Nationalities and Application to the United States; (2) Assimilating Influence of Climate and Inter-marriages; (3) Assimilating Influence of Social Environment.

VII—INTRODUCTION TO DYNAMIC ECONOMICS. By Simon N. Patten, Ph. D., Professor of Political Economy in the University of Pennsylvania. *Fifteen Lectures—July 9-27.*

VIII—PUBLIC FINANCE. By Edwin R. A. Seligman, Ph. D., Professor of Political Economy and Finance in Columbia College. *Five Lectures—July 23-27.* (1) The Development of Taxation; (2) The Effects of Taxation; (3) The Basis of Taxation; (4) The Principles of Taxation; (5) The Single Tax.

It is expected that the substance of Courses II and III will be published at an early date, the first constituting Part I of Professor Clark's eagerly expected work on Distribution, the other embodying the outline of Professor Giddings' system of political economy, which will be received with the more interest because of the fact that in accepting the chair of sociology at Columbia College he turns aside for the present from the formal teaching of this subject.

Aside from the courses outlined above, Professor J. B. Macmaster delivered four lectures on American economic history, and there were several interesting addresses on special subjects, notably those by President Andrews on the Brussels International Monetary Conference; by

Professor Clark on the Ideal Standard of Value and on the Elementary Teaching of Economics; by Professor Giddings on the Money Question and on Methods of Teaching Political Economy, and by Professor Simon N. Patten on Political Economy in Elementary Schools. The address last mentioned aroused so much interest that there was an urgent demand for its publication, and with some modifications it is printed in the present number of the ANNALS.*

On the whole the experiment has proved so successful that it is hoped that a similar series of courses can be arranged for the next meeting in the field of politics, and that the University Extension authorities may be able to arrange for a second economic program within a few years. A comparison of the course outlined above with any that could have been secured from the economics departments of American Universities even ten years ago would strongly emphasize the advance of this decade.

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS.

The sixth annual convention of the Association of Colleges and Preparatory Schools in the Middle States and Maryland was held at the Johns Hopkins University, Baltimore, on November 30 and December 1.

The topic which was first discussed was "The Place and Teaching of History and Politics in School and College." Professor Herbert B. Adams, of Johns Hopkins University, opening the discussion by a paper entitled "Is History Past Politics?" He urged the prominent if not predominating position which the political aspects of history must inevitably assume. The close relation and interdependence of history and politics was illustrated in the life and teachings of Professor Lieber, of Columbia College, and by the methods pursued at the Johns Hopkins University.

Professor James Harvey Robinson, of the University of Pennsylvania, followed Professor Adams, reading a paper upon the "Use of the Sources in Teaching History." Emphasis was laid upon the absence in our colleges and universities of any opportunity for the student to cultivate his critical faculties in the use of books and in the interpretation of written records. This in itself would seem to justify, it was urged, some reference to the sources of our knowledge of historical facts. The student is encouraged blindly to accept facts as presented to him in a textbook. He never thinks of asking for proofs,

* "Economics for the Elementary Schools,"

and thus an opportunity is lost for cultivating literary tact and discrimination, so essential in picking our way among the ever increasing mass of books, which the publishers submit to us.

"The Place of History in the Secondary Schools" was taken up by Principal Henry P. Warren, of the Albany Academy, Albany, N. Y. This paper dealt especially with that class of historical facts which most naturally excite the interest of younger pupils especially mythology and the accounts of exploration and adventure. Only later ought the pupil to be introduced to the history of Greece and Rome and then of France. Around the history of the latter country almost all the great tendencies of Modern Europe can be grouped.

Mr. Samuel E. Forman, of Baltimore, in a paper on "Civics in the Secondary Schools" criticised the action of the Conference at Madison as submitted in the report of the Committee of Ten, in recommending that civil government be made a part of the instruction in history. Civics should be an independent subject, "the end to be attained by the study is ethical," the speaker claimed, "rather than educational," for as a means of mental discipline civil government is of low value. Several suggestions were added in regard to the methods of instruction.

A discussion followed in which among others Professor Franklin H. Giddings, of Columbia College, and Mr. Glenn Mead, of the Episcopal Academy, Philadelphia, took part. The afternoon session was devoted to a discussion of the Report on the Requirements for Entrance Examinations in English of the Committee appointed last year by the Association. Very interesting papers were read by Professor Stoddard, of the University of the City of New York; Professor Bright, of Johns Hopkins University; Mr. Farrand, of Newark Academy; Professor Bliss Perry, of Princeton College, and Mr. Chubb, of the Brooklyn Public Schools. The report was accepted by the Association.

Owing to the absence of President Francis L. Patton, the evening address was made by Professor Ira Remsen, of Johns Hopkins University, who spoke especially of the danger arising from the introduction of advanced university methods in the teaching of the less mature students of our colleges.

The session Saturday morning was devoted to "The Future of the College."

Mr. Talcott Williams, of the Philadelphia *Press*, opened the discussion. From a compilation of interesting statistics, the speaker reached the following deductions: First, the essential influence of great colleges in stimulating the appetite for a college education, and in educating the community "so as to create the soil out of which the college students will grow." Secondly, the figures seem to prove that the colleges have a *local* command over their attendance, and are not

sought because they are cheap and easy, but because they are near. Competition is thus reduced, and the standard may be safely raised without diminishing the attendance.

President Sharpless, of Haverford College, described the advantages of the small college and the work it should do as contrasted with the university. President Warfield, of Lafayette College, and President Stryker, of Hamilton College, presented papers upon other aspects of the same subject. In the discussion which followed, Professor James, of the University of Pennsylvania, and Principal Johnson, of Friends' School at Wilmington, Del., took part.

The papers and discussion will be printed in full in the Annual Proceedings of the Association, which may be obtained *gratis* by applying to the secretary, Professor J. Q. Adams, University of Pennsylvania.